








ELEMENTARY SOCIAL STUDIES METHODS

Monday 1:00pm-4:00pm

EDC 370E; Fall 2025; Unique #12095; SZB 4.502

Contact Information

 Instructors	Instructor: Pedro Antonio Berlanga Jr.
 Campus Office	George I. Sanchez (SZB) - 4.308B (4th floor, suite labeled Bilingual Bicultural)
 Zoom Office	Link provided upon request
 Student Hours	By appointment OR before/after class on Monday
 Student Hours Sign-Up	Email me to schedule a time
 Email	pedro.berlanga@austin.utexas.edu OR use Canvas
 Course Page	Canvas

Land Acknowledgment

We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Land Engagements and/or Commitments in recognition of the ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, we call upon The University of Texas at Austin:

- To repatriate the ancestral remains held by the Texas Archeological Research Laboratory to their Indigenous descendant communities and Native lands.
- To commit to the active recruitment and material support of Native American and Indigenous students, who currently comprise fewer than 0.2% of UT Austin's student body.
- To support the transition of the Program in Native American and Indigenous Studies into a Center

- To establish a protocol of research and study on Tribal or Native lands, and to foster an ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.

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Disability and Access (D&A)

Basic Needs Security

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Other Resources

BeVocal

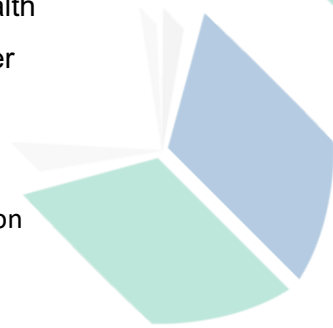
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DEFENDING
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*****The syllabus may be altered during the semester based on student feedback, changing contexts in the class/community, and other needs.**

Course Logistics

University Catalog Course Description

Curriculum content and organization, teaching procedures, materials, and research in elementary school subjects. Prerequisite: A University grade point average of at least 2.50. Additional prerequisite: Admission to the professional development sequence of courses. Course number may be repeated for credit when the topics vary.

Course Overview

The social studies encompass a wide variety of topic areas including history, sociology, anthropology, economics, geography, and civics / government / political science. Each social science becomes relevant to young members of our democracy as they formulate their understanding and roles in our society. As elementary educators we are responsible for creating classroom environments that provide our students with opportunities to explore complex and dynamic issues concerning the social studies including *culture; time, continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practices* (NCSS Themes, see <http://www.socialstudies.org/standards/2.0.html>). The goal for this semester is to create such a classroom by embracing new ways of knowing and understanding the teaching of the social studies, our pluralistic society, and our roles as elementary educators.

Goals (restatement of paragraph above)

The social studies encompass a wide variety of topic areas including history, sociology, anthropology, economics, geography, and civics or government or political science. Each social science becomes relevant to young members of our democracy as they formulate their understanding and roles in our society. As educators we are responsible for creating classroom environments that provide our students with opportunities to explore complex and dynamic issues concerning the social studies including: *culture; time, continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority,*

and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practices (NCSS Themes, see <http://www.socialstudies.org/standards/2.0.html>).

The goal for this semester is to create such a classroom by embracing new ways of knowing and understanding the teaching of the social studies, our pluralistic society, and our roles as educators.

Objectives and Outcomes

Four major foci guide the semester discussions, readings, and assignments including:

1. *Becoming a social studies teacher:* The existing and shaping **frameworks** as they relate to the social studies curricula including the Learning for Justice Social Justice and Teaching Hard Histories frameworks, the NCSS themes, the TEKS, TAKS, STAAR objectives, and your district/campus scope and sequence documents should guide the unique curricular and pedagogical issues that concern social studies educators. We will pay particular attention to understanding the [elementary social studies TEKS](#) and [PreK guidelines](#) and how they relate to constructing engaging learning experiences for young learners, including how to apply TEKS in the assessment of student learning and in instruction. We place an emphasis on **the civic role of schools**, historical **reasoning** (the use of **primary sources**--photos, editorial cartoons, participant accounts and other primary documents) and the development of document-based questions (DBQs), **pedagogical and content knowledge**, historical revisionism (see Loewen, Takaki, Zinn), and engaging **instructional strategies**.
2. *Applying constructivist instructional design:* The continued development of students as effective classroom teachers through the use of instructional approaches that acknowledge unique **social-cultural contexts** and student's understandings as well as **student centered instruction** with an emphasis on critical thinking and inquiry-based methods.
3. *Enacting a commitment to linguistically and culturally responsive and sustaining teaching:* The unrelenting effort to become reflective on our own positionality and approaches to diverse classroom settings by integrating **linguistically and culturally relevant and sustaining curricula and pedagogy** (see [Ladson-Billings, 1995](#); [Paris & Alim, 2014](#)) into our understanding of effective teaching. For social studies educators a multicultural paradigm is rooted in understanding a historical narrative from the scholarship established by **contemporary historians** like Takaki, Loewen, and Zinn and the use of multicultural literature. Students will become familiar with the [English Language Proficiency Standards](#) and apply ELPS in the assessment of student learning and in instruction.
4. *Critically engaging with media and technology:* Social studies is in our everyday interactions with media - from current events to popular culture. The continued development of your use of technology in varying settings (whole class, small group, individualized instruction) for the purpose of enhanced communication and classroom management, professional development, instruction, and learning. As educators there are many opportunities to broaden the democratic landscape of our classrooms through the use of varied media curricular resources and instructional strategies. Though these opportunities are not without concern, for our purposes we will focus our attention on developing a

critical disposition towards the teaching of the social studies through and with technologies. Students will become familiar with the TEKS for Technology Application Standards and apply Tech App Standards in planning for instruction and assessment of student learning.

Educator Standards this Course Addresses:

[Texas Essential Knowledge & Skills](#)

[ISTE Standards](#)

[TEA Educator Standards](#)

[English as a Second Language](#)

[ELPS](#)

[Technology Applications Standards](#)

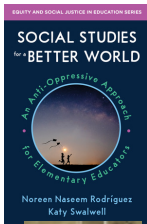
[Texas Prekindergarten Guidelines](#)

Students in this course will receive instruction on the following TEA required curriculum:

- Instruction in locating and use of open education resources (OER) and high-quality instructional materials (HQIM) included on the list of approved instructional materials maintained by the State Board for Education (TEC, §31.022) in each subject area and grade level covered by the candidate's certification category
- Reading instruction, including instruction that improves students' content-area literacy
- The coursework provides opportunities for candidates to practice skills in authentic, developmentally rigorous ways, including opportunities for analysis, enactments, and representations* of pedagogy along with feedback and adjustment of practice.

Course Materials - What do I need to buy / access for class?

Required Texts



Rodríguez, N. N., & Swalwell, K. M. (2022). *Social Studies for a Better World: An anti-oppressive approach for elementary educators*. W. W. Norton & Company.

***Available online via the UT Libraries**



Takaki, R. (2012). *A different mirror for young people: A history of multicultural America*. New York: Seven Stories Press.

***Available online via the UT Libraries**

Required Devices

You are required to have a laptop that meets COE requirements for the PDS. Please tell your instructor if you do not have the available hardware or internet connection you need to be successful in this course so that we can help.

Additional Readings on Canvas – Either Library/Media Links or PDFs of Articles

Course Assignments - What do I need to turn in, when, and where?

The following assignments support and align with the course objectives and outcomes listed above.

It is expected that all work be completed on time in complete sentences with thoughts fully explained.

Assignment 1 - Course Participation

Participation in class is integral to your learning, as well as your peers' learning. You each bring a unique perspective to the course and we all need to be open to learning from one another. You will have the opportunity to receive 15 points in participation for every course meeting. This includes your reading thoughts (10 points) as well as your thoughtful engagement in each session (5 points). Thoughtful engagement includes your preparation to participate, your discussion in small and whole group, and your attention to our work together. Points can be reduced for lateness, lack of participation in activities / discussion, off-task use of personal devices, failure to complete reading reflections, etc.

1.1 Attendance

Showing up to class on time and ready to work alongside each other. This includes doing readings before class and being prepared to engage in activities.

1.2 Weekly Reading Responses

The goal of reading responses is for you to interact with course content **before** coming to class. For each week you will:

- Select quotes (1-2 per reading)
- Develop 1-2 questions tied to readings. You can ask a question for a specific reading OR for the reading(s) as a whole.
- 2-3 sentences that summarize the readings collectively (connect the readings together into a single summary.)

1.3 Weekly Topic Takeaways

Topic Takeaways are completed during the last ten minutes of each class session. Like your reading reflections, this is a flexible-format assignment. Your Topic Takeaways should:

- Capture what you learned during the class session
- Detail any lingering questions about the topic
- Communicate ways your thinking has shifted (or been reinforced) since writing your reading reflection

- A personal reflection on how you would rate your participation in the lesson using the following to guide your thinking [2-3 sentences]:
 - ● Did I arrive on time and prepared to work with peers?
 - Did I contribute to class discussions and small group work?
 - Was I prepared with notes and thoughts from the readings?
 - Did I stay focused with the tasks at hand and not attend to other distractions (e.g., cellphone or off-task computer work)?

Reading Responses and Topic Takeaways are graded for completion. Reading responses are always due before class. **If you are absent you are still expected to complete a Reading Response** (extra time may be given, please talk to me). You are allowed to miss one Reading Response without penalty during the semester. Topic Takeaways are required every class session unless otherwise stated during class.

The goal of the Reading Thoughts is not to “check up” on you, but rather to see what different takeaways you have from the readings. This helps us pedagogically in a couple of ways: 1) Because we are asking for you to do these before class, it helps us see what stood out and was abundantly clear, as well as what aspects of the readings may be confusing or less apparent; 2) Because we have limited time together, we will not have the same opportunities for extended discussions of the readings; and 3) these are a formative assessment tool for us to see if we are meeting the learning goals for the course.

Assignment 2: Social Studies & the Everyday (10%)

2.1 Social Studies Moments

What do you remember about learning social studies in your early years of schooling? Many times our experiences in school shape what we currently know and how we feel about different subjects. For this assignment, you will reflect back on your social studies experiences and construct a “Top 10” list of social studies moments. What stood out (the good, the bad, and perhaps even the ugly!)

You may write this in a narrative form or in a list of ten. As is the expectation for all work, I expect you to fully explain your ideas. For a bulleted list, this will likely require 2-3 sentences per bullet.

2.2 Seeing Social Studies Every Day

DUE: Varied by choice – See Course Schedule.

Social studies helps us understand how we live together in the world. Seeing the classroom as a microcosm for the larger world helps us consider how our relationships and structures within the classroom teach students as much as our planned lessons. How does your field placement classroom and school communicate ideas about social studies in its everyday practices? Consider the following:

- *Curriculum* – How does your classroom engage with social studies? With social issues? Whose perspectives, voices, and stories are included or excluded?
- *Interactions & Relationships* – What opportunities do children have to interact with varied members of the classroom community? How do children solve problems, contribute their ideas, and shape the classroom rules and procedures?

- *Classroom Structures* - How do rules and procedures impact the classroom community? What do they communicate about power? How does the physical environment communicate ideas to students, e.g., what is on the walls, what seating structures are there, are there “student” spaces and “teacher” spaces?
- *Pedagogy* – How does the teacher’s practices “help scaffold students’ ability to learn content and interact with each other in ways that make social issues central?” (Payne & Swalwell, 2021). How do you react to current issues and events in the classroom? Do students have space to raise questions and concerns? How so? How do teachers “manage” the learning opportunities in class?

You will document through pictures and learning stories (short descriptive anecdotes) some of the ways that you see social studies enacted in your field placement. In small groups, you will present your observations and practice examining our everyday schooling practices together. (*Inspired by Dr. Anna Falkner’s earlier iteration of this project; Payne & Swalwell (2021); Dr. Liz Ries work with Peer Coaching*)

Assignments 3 & 4: Social Studies Inquiry

Assignments 3-5 all fall under the umbrella of your [Social Studies Inquiry](#). You will choose one overarching topic to guide these three projects.



[Assignment 3 - Lesson Plan \(Performance Assessment\)](#)

DUE: October 27

You will design a lesson using content and skills from social studies and also incorporates a second content area.

This course provides opportunities for candidates to practice skills in authentic and developmentally rigorous ways, including opportunities for analysis, enactments and representations of pedagogy along with feedback and adjustment of practice.

Specific Requirements for Lesson ([CLICK HERE FOR RUBRIC](#)): You must base your lesson in one of the areas of content covered in Takaki A *Different Mirror*. You will identify 1 to 2 social studies TEKS and 1 to 2 TEKS in another content area to develop a purposefully integrated lesson plan. This does not have to be written for your grade level, but if there are standards that align and your lesson is appropriate, you may use your placement grade level as the basis for your lesson. However, this is not required and you can pick a grade level that you feel is appropriate for the lesson you create. Your lesson plans should include the following components:

- Grade Level
- Subjects: Social Studies AND _____(whatever subject you are integrating with)_____
- Standards (for each subject area)
- Objectives (should align with standards AND show attention to both subject areas)
- Procedure - I should be able to read the procedure and visualize your intended lesson. All questions for discussion, turn-and-talks, etc. must be included. If you are doing a read-aloud, you MUST include the questions you will ask during the read-aloud. If I was a guest that was taking over your lesson, would I be able to effectively implement it based on how you write your procedures?
- Assessment (Aligns with your objectives - how will you know if you met your objectives? What will students be able TO DO).



Assignment 4 (Performance Assessment): Journey Box (project credited to Dr. Sherry Field & Dr. Cinthia Salinas)

A sharable is due by the final class session (December 8), but the final product is due December 11.

This course provides opportunities for candidates to practice skills in authentic and developmentally rigorous ways, including opportunities for analysis, enactments and representations of pedagogy along with feedback and adjustment of practice.

A journey box (see Labbo and Field) is a collection of primary sources and DBQs that attend to a historical event, historical figure, or social issue. **The collection must address a content focus NOT typically found in the curriculum and related to notions of marginalization –e.g. race, class, gender, religion and so forth.** For this section, students often find it helpful to construct a journey box that could support your inquiry unit or upcoming content. We will do this work across our time together so that you can have a finished product at the end of the course.

Specific Requirements ([CLICK HERE FOR RUBRIC](#)): The journey box must include a specific collection of primary sources...

- Table of contents of the sources included
- Reference list** for all sources
- Essential Question** to guide the viewer of the journey box.
- Annotated Bibliography** of at least 3 secondary sources that explains what you have learned about your topic choice.
- 6 primary sources**
 - 2 photos / visual sources
 - 2 participant accounts (letters or journal entries)
 - 2 other artifacts (primary sources) of your choosing that depict the historical figure, event, or social issue
- Each primary source should be accompanied by**
 - 3-5 document-based questions (DBQs); label each question with the Seixas and Peck type
 - a citation (where did you get it)
 - A caption that provides some context (give the readers some clues),

Journey boxes will be digital with your choice of medium (Weebly page, Google Sites, GoogleSlides, Prezi, etc.) OR you can turn in a physical project.

Grading

Statement on Learning Success

Your success in this class is important to us. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. We also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Grading Policies

Flexibility is built into the assignments to support your success in this course. I intend to work with you with support if you miss an assignment, but final grades are firm.

Grade	Cutoff	Grade	Cutoff
A	94.00%	C+	77%
A-	90%	C	74%
B+	87%	C-	70%
B	84%	D	65%
B-	80%	F	<65%

***Please note that continuation in the PDS requires a minimum grade of "C" in each of the PDS courses.**

Assignments	Points Possible*	% Total Grade	Due Dates
Assignment Area 1: Course Participation		50%	Ongoing

1.1 Reading Thoughts	10 pts/session x 14 = 140		
1.2 Topic Takeaways	5 pts/session x 14 = 70		
Assignment Area 2: Social Studies & the Everyday			
2.1 Top 10 Social Studies Moments	100	10%	Class Session 2
2.2 Seeing Social Studies Everyday	100	10%	Varying Due Dates
Assignment Area 3: Teaching Social Studies through Inquiry			
Assignment 4: Lesson Plan	100	15% total	April 4
Assignment 5: Journey Box	100	15% total	DRAFT in Final Class Session FINAL due December 11

* Note that the points are a way for us to easily assign you credit within an assignment. The Canvas Gradebook is set up to calculate these then as the noted percentage of your grade.

Course Outline (Calendar of Work)

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com>. Check this site regularly and use it to ask questions about the course schedule and plans for meetings.

Repeating Assignment Due Date Times:

- Reading Responses due by Monday, 12pm [NOON]
- Topic Takeaways due the week after class, by Sunday 11:59pm – You will have time allotted at the end of each class to do these, but in case you want to say more, please get them in before the next class.

	Date	Class Topic	Readings	Assignments due	TEA Alignment
1	8/25	What are the social studies? What are the	READ/DO: Takaki, Ch. 1		Standard 1 (all); 2.1k, 2.2k, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27, 2.28, 2.29, 2.30, 2.31, 2.32, 2.33, 2.34, 2.35, 2.36, 2.37, 2.38, 2.39, 2.40, 2.41, 2.42, 2.43, 2.44, 2.45, 2.46, 2.47, 2.48, 2.49, 2.50, 2.51, 2.52, 2.53, 2.54, 2.55, 2.56, 2.57, 2.58, 2.59, 2.60, 2.61, 2.62, 2.63, 2.64, 2.65, 2.66, 2.67, 2.68, 2.69, 2.70, 2.71, 2.72, 2.73, 2.74, 2.75, 2.76, 2.77, 2.78, 2.79, 2.80, 2.81, 2.82, 2.83, 2.84, 2.85, 2.86, 2.87, 2.88, 2.89, 2.90, 2.91, 2.92, 2.93, 2.94, 2.95, 2.96, 2.97, 2.98, 2.99, 3.00, 3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 3.07, 3.08, 3.09, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28, 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, 3.42, 3.43, 3.44, 3.45, 3.46, 3.47, 3.48, 3.49, 3.50, 3.51, 3.52, 3.53, 3.54, 3.55, 3.56, 3.57, 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		Government	<p>Swalwell & Payne (2019) Review: Naseem Rodríguez and Swalwell, p. 17-20</p> <p>CHOOSE ONE: Wargo, J. M., & Alvarado, J. (2020)</p> <p>OR</p> <p>Murray-Everett, N. C., & Coffield, E. (2020)</p>	Topic Takeaways from Week 5	
7	10/13	Race & Immigration	<p>READ Doucet & Adair (2013) Kim & Falkner (2022) Rodriguez & Swalwell p. 111-116</p> <p>OPTIONAL: Vickery & Rodriguez (2020) Allen, Jackson, & Knight (2012) Kleinrock Ch. 3</p>	<p>Session 7 Reading Response Topic Takeaways from Week 6</p>	<p>5.9k, 5.11k, 5.12k, 5.3s, 5.10s, 8.2k, 8.9k, 8.10k, 8.2s, 8.3s, 9.1k, 9.2k, 9.3k, 9.11k, 9.12k, 9.14k, 9.15k, 9.16k, 9.17k, 9.21k, 9.2s, 9.3s, 9.4s; 10.8k, 10.9k</p> <p>5.7k, 5.9k, 5.10k, 5.11k, 5.12k, 5.10s, 6.18k, 6.23k</p>
8	10/20	Geography	<p>Read Nagel & Beauboeuf (2012) Fertig & Silverman (2007) Optional: Falkner & Payne (2020)</p>	<p>Session 8 Reading Response Topic Takeaways from Week 7 Choose your Journey Box Topic via discussion post [Midnight]</p>	Standard 5 (all); 9.8k, 9.9k, 9.10k, 9.11k
9	10/27	Economics	<p>READ Libresco (2015) Adams (2015) Meszaros & Evans (2010)</p>	<p>Week 9 Reading Response Topic Takeaways from Week 8 Lesson Plan Due</p>	Standard 6 (all); 10.6k

10	11/3	Indigenous Peoples	<p>READ/DO: Finchum (2006) Frank & Tate (2024) Shear, Sabzalian & Buchanan (2018)</p> <p>Optional Tasks: Lobb (2006) Optional: Centering Indigenous Voices (2024) Optional: Turtle Island Collective (2019) Optional: Listen: Teaching Slavery Through Children’s Literature with Debbie Reese, Teaching Hard History, Season 2, Episode 6</p>	<p>Week 10 Reading Response Topic Takeaways from Week 9</p>	<p>7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.9k 8.2k, 8.3k, 8.5k, 8.6k, 8.2s, 8.3s, 8.6s</p>
11	11/10	Global Perspectives	<p>READ/DO: Poole & Russell (2013) Shatara & Sonu (2020)</p>	<p>Week 11 Reading Response Topic Takeaways from Week 10</p>	<p>Standard 9 (all); 3.1s, 9.10k, 9.14k</p>
12	11/17	Project Based Learning	<p>READ/DO: Whitlock & Fox (2014) Halvorson et al (2019)</p> <p>OPTIONAL: Paul, Lozano, & Villalta</p>	<p>Week 12 Reading Response Topic Takeaways from Week 11</p>	<p>1.1s, 1.2s, 1.3s, 1.4s, 1.5s</p>

13	12/1	Inquiry Based Learning	READ/DO: Grant, Lee & Swan (2015) Optional: Brant & Hill (2022) Review: Grant, Lee & Swan (2014)	Week 13 Reading Response Topic Takeaways from Week 12	1.4s, 1.5s, 1.6s, 3.2s
14	12/8	Rethinking Elementary Social Studies	Read Ladson-Billings (2006) Rodríguez & Swalwell (2022), Ch. 8 OPTIONAL: An (2020)	Week 14 Reading Response Topic Takeaways from Week 13 Journey Box Draft Due in Class [Enough to Present to Peers] Journal Box FINAL due December 11	Standard 1 (all); Standard 3 (all)

Policies

Course Policies

As a class we will need to consider our norms of interaction together. As your professor, I ask one thing: **BE ENGAGED**

- Engage with our readings and course ideas
- Engage with each other during our discussions...and be open to new ideas and different opinions and perspectives.
- Engage with ideas and practices with your students
- Engage with the news and media
- Engage with the communities you are in and explore new ones

Class Participation

I cannot emphasize enough the need to participate actively in this class. You each bring a unique perspective and set of experiences to our community and learning. Your contributions add to the overall value of the entire course for you and your colleagues.

Coming to class prepared means completing the readings, engaging in the day's activities (synchronous & asynchronous), and completing any technology assigned in class.

Communication

The course is a fast paced and complex experience that involves a large support network including your faculty, university facilitator, the Education Career Service and Field Experience Office director and staff, your cooperating teacher, and district administrators. Each educator is committed to

excellence and improving your performance. Please communicate in a prompt, positive, and reflective manner via email or in person. Your diligent response to the many demands that will be presented this semester is part of your professional growth and role.

Attendance Policy

Attendance is mandatory and arriving on time and staying the full length of the class is required.

Attendance is mandatory and arriving on time and staying the full length of the class is required.

- You are allowed **one excused absence** for the semester (see below).
- Subsequent excused absences will be at the discretion of the instructor. Please communicate with me as soon as possible if you will be missing a second class so that we can discuss your makeup work. In the event of an absence, you are still responsible for any missed work or deadlines.
- Each unexcused absence will mean a deduction of $\frac{3}{4}$ letter grade in your final grade.
- More than 3 absences (including excused and unexcused) may result in a failing grade for the class.
- A pattern of tardiness or early departures will affect your grade
- Excessive tardies or early departures (3 or more) also constitutes an unexcused absence.
- Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences (see below for more detailed info).

Excused Absence: The only absences that will be considered excused are for religious holidays, illness, bereavement/funeral services, or extenuating circumstances due to an emergency. Students will be provided a minimum of three days of excused absences for the loss of family members and loved ones, and one day for classmates. To secure bereavement leave, a student would file an absence request with Student Emergency Services (SES), which would then reach out to the student's instructors about the absence dates.

If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

If you have to be absent, use your resources wisely. Ask your classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may meet with me during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. "What did I miss?" is not specific enough. If you need additional time to complete missed assignments, we will decide together on a timeline for completion. I ask that you honor that timeline.

Policy on Children in Class

I fully support parents and guardians attending school. As the university does not have a formal policy on children in the classroom, the policy described here is a reflection of my own beliefs and commitments (and with all due credit to Dr. Melissa Cheyney at Oregon State University who circulated her own policy through social media).

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. You and your nursing baby are welcome in class anytime.

For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child or finding childcare, which can be a burden in many ways. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

Personal Pronoun Use (She / He / They / Ze / Etc)

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center.

<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records.

Cross Cutting Themes and Professionalism

Students in this course are held to professionalism standards in line with the Cross Cutting Themes of the College of Education. As a representative of UT and a future educator, please practice the standards of professionalism you would in a school or other educational setting, whether this course is or is not field-based. We are building dispositions of the profession, which include those professional attitudes, values, and beliefs expected of an education professional. When we learn in schools and other educational spaces, we enter with humility, open to what we can learn in the setting and from the students, teachers and other community members. When we are working with students and teachers in online spaces, we will use the same professionalism. This includes using a background for our video that appears professional and making sure our appearance is professional. We also practice reciprocity, considering how we can contribute to the places where we are fortunate to learn. Reciprocity and respect is especially important during Covid-19, as our presence in professional spaces has the potential to support families, communities and the institutions we partner with. We will engage in respect by taking all of the precautions to stay safe and healthy and to keep others safe and healthy. University classrooms and field experiences are places to engage in these practices of open learning reciprocity and respect. Students should be open to new perspectives and work collegially with others, including instructors.

Sharing of Course Materials is Prohibited

Sharing of Course Materials is Prohibited: No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

FERPA and Class Recordings

Class Recordings: Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings. Guidance on public access to class recordings can be found [here](#).

University Resources for Students

Disability and Access (D&A)

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. Any student with a documented disability who requires academic accommodations should contact Disability and Access (D&A) at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. Click here for [more information](#).

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the [Office of the Dean of Students](#) for support. Furthermore, please notify the professors if you are comfortable in doing so. This will enable them to provide any resources that they may possess. (Thanks to Dr. Sara Goldrick-Rab [@saragoldrickrab] for this language.)

Counseling and Mental Health

Counselors in Academic Residence Program (CARE)

CARE is the university's Counseling and Mental Health Center program that was created in collaboration with the Office of the Provost. CARE's primary mission is to provide access to mental health support for students who are struggling emotionally and/or academically. The College of Education CARE counselor, Danie White, has regular office hours 1-2p.m. T/F in SZB 212E, 512.232.6862 or dlwhite@austin.utexas.edu.

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Other Resources

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: wellnessnetwork.utexas.edu/BeVocal.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

University Policies

Academic Integrity

Students should be aware that all required writing assignments may be submitted through a plagiarism-detection tool, such as Canvas Turnitin. Tools like this are designed to help students avoid plagiarism and improper citation. The software encourages original writing and proper citation documentation practices by cross-referencing submitted materials with an archived database of journals, essay, newspaper articles, books, and other published work. In addition, other methods may be used to determine the originality of the paper. Tips for maintaining academic integrity AND the University's academic integrity policy are available at: All students are

responsible for understanding UT's Academic Honesty and the University Honor Code available at:
http://deanofstudents.utexas.edu/sjs/acint_student.php

This course assumes that work submitted by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

University Honor Code

Affirmation

I pledge, as a member of the University of Texas community, to do my work honestly, respectfully, and through the intentional pursuit of learning and scholarship.

Elaboration

- I pledge to be honest about what I create and to acknowledge what I use that belongs to others.
- I pledge to value the process of learning in addition to the outcome, while celebrating and learning from mistakes.
- This code encompasses all of the academic and scholarly endeavors of the university community.

The University of Texas at Austin strives to create a dynamic and engaging community of teaching and learning where students feel intellectually challenged; build knowledge and skills; and develop critical thinking, creativity and intellectual curiosity. As a member of this community, it is important for all students to engage in assignments, exams and other coursework with openness, integrity and a willingness to make mistakes and learn from them.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Cross-Cutting Themes and Creed

The teacher preparation program at The University of Texas at Austin is committed to creating a society that is more just, caring, inclusive, and democratic through transformation of educational practices. Too often, universities and schools have engaged in racist and other oppressive practices that replicate and perpetuate the status quo in our society, rather than working against inequities. We believe there is a more powerful path. Following The University of Texas motto, “What starts here changes the world,” we teach to change the world.

Schools, districts and universities are located within oppressive social, economic and political systems. Teachers must recognize the oppressive conditions that many families and communities experience related to their identities—racial, ethnic, linguistic, social class, religious, gender, sexual orientation, immigrant status, abilities, and other positions in society. At the same time, teachers must recognize the cultural and linguistic wealth that exists in these communities, along with their histories of resilience and resistance in the pursuit of justice. Understanding these critical perspectives on society, culture and schooling is critical for teachers’ development and enactment of curricular and pedagogical knowledge across school subjects, such as reading, language arts, social studies, science and mathematics.

We practice vision, courage, and determination because these stances and practices require a lifelong commitment and ongoing, critical inquiries in our personal and professional lives. As teachers, we serve our students well by cultivating in them these same commitments and capacities.

As educators we are committed to educational change that allows us to enact our vision for teacher preparation. Identities, Values, and Practices serve as our guide, as we are always in process. While listed separately the themes are deeply connected, so to work on one is to work on many.

	Theme Statement	Creed Statement
Who are we? Identities	We are continuously examining how our identities ¹ sometimes afford us privileges and other times, result in oppression. We recognize that our personal identities are deeply connected to our professional identities, and contribute to how we work with our students, communities and colleagues.	I am self-aware. I recognize who I am and who I am becoming in terms of my multiple identities.

	<p>We research and inquire to better understand our students, curriculum and teaching across school subjects², and our own dispositions and practices as teachers. We continue to grow our professional identities to support our work of building inclusive and anti-oppressive classrooms, schools, and local and global communities.</p>	<p>I am a learner. I will grow my teaching into more powerful practices and share them with others.</p>
<p>What do we value? Values</p>	<p>We value educational justice, inclusiveness and continuous learning, and we are committed to being teachers who take on the challenges and risks associated with teaching in service of these values.</p>	<p>I value courage and determination. I will view all challenges that confront me as opportunities to grow and change.</p>
	<p>We value the multiple cultures, languages, knowledges, and experiences of our students and the communities we work alongside, and we see these as essential to a healthy and productive society.</p>	<p>I value learners' differences as strengths. I will respect and engage with differences and will craft my teaching to build upon and sustain the abilities, cultures and languages my students bring to school.</p>
	<p>We value shared responsibility over individual accountability within educational systems. As teachers, we are committed to working collaboratively with our students, teacher colleagues, families, and communities in the pursuit of our collective growth and well-being.</p>	<p>I value shared responsibility. I will hold myself responsible for all my teaching and will share in this responsibility with others to build a community that contributes to the growth and well-being of students.</p>

What do we practice? Practice	We continuously reflect on how our diverse perspectives and identities ¹ matter when working with others, including students, families and colleagues. This continual reflection allows us to build trusting relationships and engage in humanizing practices.	I practice reflection on action. I will build humanizing practices and trusting relationships through my ongoing critical reflection.
	We recognize students' identities ¹ and strengths and honor the resources they bring. We question the materials, curriculum, and instructional methods that are in place. We continually adapt and redesign our teaching practices in response to changing opportunities and demands in our transnational society. We dream of possibilities for students' educational futures.	I practice imaginative change. I will imagine the possibilities of a student-centered curriculum that is transformative for students and our collective communities.

We will be the teachers who, working with families, communities and our colleagues, teach to change the world.

¹racial, ethnic, linguistic, religious, gender, sexual orientation, social class, immigrant status, abilities, and other positions in society.

²reading, language arts, social studies, science and mathematics anchored in critical perspectives on society, culture and schooling

Alignment Tables

Assignments	Points Possible*	% Total Grade	Due Dates	SS Standards	PK Guidelines	Tech App Alignment
Course Participation	210 points total	50%	Ongoing	See Course Outline for details	See Course Outline for details	
Attendance	5 pts/session					

	x 14 = 70					
Reading Thoughts	5 pts/session x 14 = 70					
Topic Takeaways	5 pts/session x 14 = 70					
Social Studies & the Everyday		20% total				
Top 10 Social Studies Moments	100	10%				
Seeing Social Studies Everyday	100	10%				
Lesson Plan	100	15% total	Class Session	Standard 1 (all); 2.1k, 2.2k, 2.1, 2.2; Standard 3 (all); Standard 4-10 depending on student interest.	*Dependent on level of intern placement. See relevant areas in Course Outline.	These may change, depending on the nature of the lesson plan. Below are the standards addressed if the student does not address technology applications TEKS in the lesson plan. 1.2k, 1.1s, 1.4s, 2.1k, 2.2k, 2.1s, 2.4s, 2.5s, 2.7s,

						2.9s, 7.14s
Journey Box	100	15% total	Final Class Session	Standard 1 (all); 2.1k, 2.2k, 2.1, 2.2; Standard 3 (all); Standard 4-10 depending on student interest.	*Dependent on level of intended audience. See relevant areas in Course Outline.	1.2k, 1.1s, 1.4s, 2.1k, 2.2k, 2.1s, 2.4s, 2.5s, 2.7s, 2.9s, 3.1k, 3.2k, 3.5s, 3.6s, 3.7s, 4.1k, 4.3k, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 5.1k, 5.2k, 5.3k, 5.1s, 5.2s, 5.3s, 5.4s, 5.6s, 6.2k, 6.4k, 6.2s, 6.4s, 6.5s, 6.5s, 6.6s, 6.8s, 6.9s, 6.15s, 6.17s, 6.22s, 7.8s, 7.9s, 7.11s, 7.12s

¹ Acknowledgements:

EDC 370E Elementary Social Studies Methods
The University of Texas at Austin

This syllabus represents the collective and cumulative work from faculty and graduate students at The University of Texas who have served as instructors in the course. Since 2013, the following instructors have contributed to this work:

- Dr. Cinthia Salinas (UT-Austin)
- Dr. Anthony Brown (UT-Austin)
- Dr. Katherina Payne (UT-Austin)
- Dr. Jeannette Alarcón (University of Houston)
- Dr. Amanda Vickery (University of North Texas)
- Dr. Ryan Crowley (University of Kentucky)
- Dr. William Smith (University of Arizona)

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 Dr. Alice Sullivan (Southwestern University)
 Dr. Kevin Magill (Baylor University)
 Dr. Marcus Johnson (Texas State University)
 Dr. Neil Shanks (Baylor University)
 Dr. Esther Kim (College of William & Mary)
 Dr. Anna Falkner (University of Memphis)
 Dr. Delandrea Hall (Georgia Southern University)
 Dr. Melissa Rojas Williams (University of North Texas)
 Dr. Erin Green (UT-Austin)
 Dr. Joanna Batt (University of Cincinnati)
 Dr. Michael Joseph (Texas Tech University)
 Pedro Berlanga (UT-Austin)
 Austin Fruge (UT-Austin)

Integrated Lesson Plan (1)		
Criteria	Ratings	Pts
You clearly integrate social studies with another subject area in a way that supports both subject areas.	This area will be used by the assessor to leave comments related to this criterion.	10 pts
Clearly written, start with a verb, align with standards AND show attention to both subject areas	This area will be used by the assessor to leave comments related to this criterion.	15 pts
Relevant TEKS from both subject areas covered. Clearly labeled.	This area will be used by the assessor to leave comments related to this criterion.	10 pts

Integrated Lesson Plan (1)

Criteria	Ratings	Pts
Clearly lays out the procedure for the lesson. Another teacher should be able to pick up this lesson plan and do it based on how you have described each step of the procedure. Plan your questions and participation. *If you are doing a read-aloud, you MUST include the questions you will ask.	This area will be used by the assessor to leave comments related to this criterion.	50 pts
Aligns with your objectives - how will you know if you met your objectives? What will students be able TO DO	This area will be used by the assessor to leave comments related to this criterion.	15 pts



Journey Box Rubric - FALL 25

Criteria	Ratings	Pts
<p>This criterion is linked to a Learning Outcome Content Overview A coversheet/ end slide/ tab in a GoogleSite that describes the intended Grade Level and a 2-3 short paragraphs describing: 1) An overview of the topic (based on your annotated bibliography reading of secondary sources). 2) The overview needs to accurately include IN TEXT citations. 3) Connections to social studies content/TEKS in the named grade level 4) A brief description of how you might incorporate this set of sources into your social studies curriculum.</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	30 pts
<p>This criterion is linked to a Learning Outcome Index / Table of Contents Journey Box contains thorough index of contents listed</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	3 pts
<p>This criterion is linked to a Learning Outcome Essential Question The essential question is compelling and aligns with the set of sources.</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	5 pts
<p>This criterion is linked to a Learning Outcome Sources The Journey Box contains at least 9 sources with correct citations and captions.</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	27 pts

Journey Box Rubric - FALL 25

Criteria	Ratings	Pts
This criterion is linked to a Learning Outcome DBQ's Each source has 3-5 accompanying, age-appropriate DBQs that address notions of evidence/noticing, prior knowledge, analysis, comparisons, connections, and empathy	This area will be used by the assessor to leave comments related to this criterion.	27 pts
This criterion is linked to a Learning Outcome Creativity / Proofreading The Journey Box is neat, easy to read, shows some level of design thought, and has been proofread.	This area will be used by the assessor to leave comments related to this criterion.	5 pts
This criterion is linked to a Learning Outcome Reference List Include a full reference list for all sources, both primary and secondary, used in the project	This area will be used by the assessor to leave comments related to this criterion.	3 pts

